**K-5Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 1 (Tues 8/28) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Lesson prior to task 1** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * PowerPoint * Projector * Jumpin Numbers DVD * Colored numbered cards | | **Student:**   * Dry erase paddles * Blank 120 chart * Copies of 120’s chart * Vertical and horizontal number lines | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will use “Jumpin Numbers” video to begin practicing counting to 100. | | | | | |
| **Teacher Directed:** Introduce students to the 120 board on the projector. Tell students that in first grade they will learn all numbers on the chart and be able to count to 120. Numbers are also referred to as digits. Teacher will point to each number and students will count chorally to 120. Ask: What do you notice about this chart? Do you see any patterns?  Teacher will then point to various numbers on the number chart and ask students to name the number. | | | | | |
| **Guided Practice:** Teacher will show 120’s board with some missing numbers. One missing block will be highlighted; students will write the missing number on a dry erase paddle and hold it up for teacher to see. How did you figure out the missing number? Any other ways we can use to figure it out? | | | | | |
| **Independent Practice: Center activities: (Rotate to 2 centers)**  1. Use bingo dotters to show a given number  2. Choose a number, count out correct number of pattern blocks and make a design  3. Number card match (sets)/number puzzle  4. Choose number card 1-20, count out correct number of cubes to match. | | | | | |
| **Closing/Summarizing Strategy:** Students will be given a blank 120 grid. They will write numbers in the grid as high as they can go. This will assessed ongoing throughout the unit. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Number cards for center activities will be color coded:  Green – numbers 1-20  Yellow – numbers 21-80  Blue numbers 81-120 | | | Use number line or 120’s chart when completing center activity | | | Provide vertical number lines and 120’s chart for center activity.  Partner ESL students in centers with students working at/above grade level |
| **Assessment(s):** Teacher will collect the blank 120 grid in which students filled in with numbers.(Baseline)  Teacher will note students having trouble with naming numbers/counting during teacher directed activity. | | | | | | |
| **Teacher Reflection:** (Next steps?)  What went well?  Who had trouble with numbers?  Who seems to have mastered numbers already? | | | | | | |